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ABSTRACT

This report presents findings from a project to identify the role of further education (FE) in the new Job Training Scheme (JTS) in Great Britain. An introduction provides an outline of JTS. Chapter 2 reviews JTS provision in local education authorities (LEAs) and the role of LEAs and their institutions. Chapter 3 describes selection of the four case studies, which included interviews to analyze and appraise the programs in light of Manpower Services Commission (MSC) criteria for the JTS. In chapter 4, the MSC criteria are compared with a Further Education Unit REPLAN curriculum design checklist. Differing emphases are noted. Chapter 5 summarizes findings from the case studies under the headings of principles and policies, design, implementation, and evaluation and development. The conclusions in chapter 6 highlight issues of concern for local authorities and institutions under the same headings. Chapter 7 offers guidance to LEAs and colleges with emphasis on these themes: flexibility, cooperation, coordination, staffing, initial assessment, and constant review. Appendixes include the questionnaire, materials related to implementation of the JTS, statistical data, and case study reports. (YLB)

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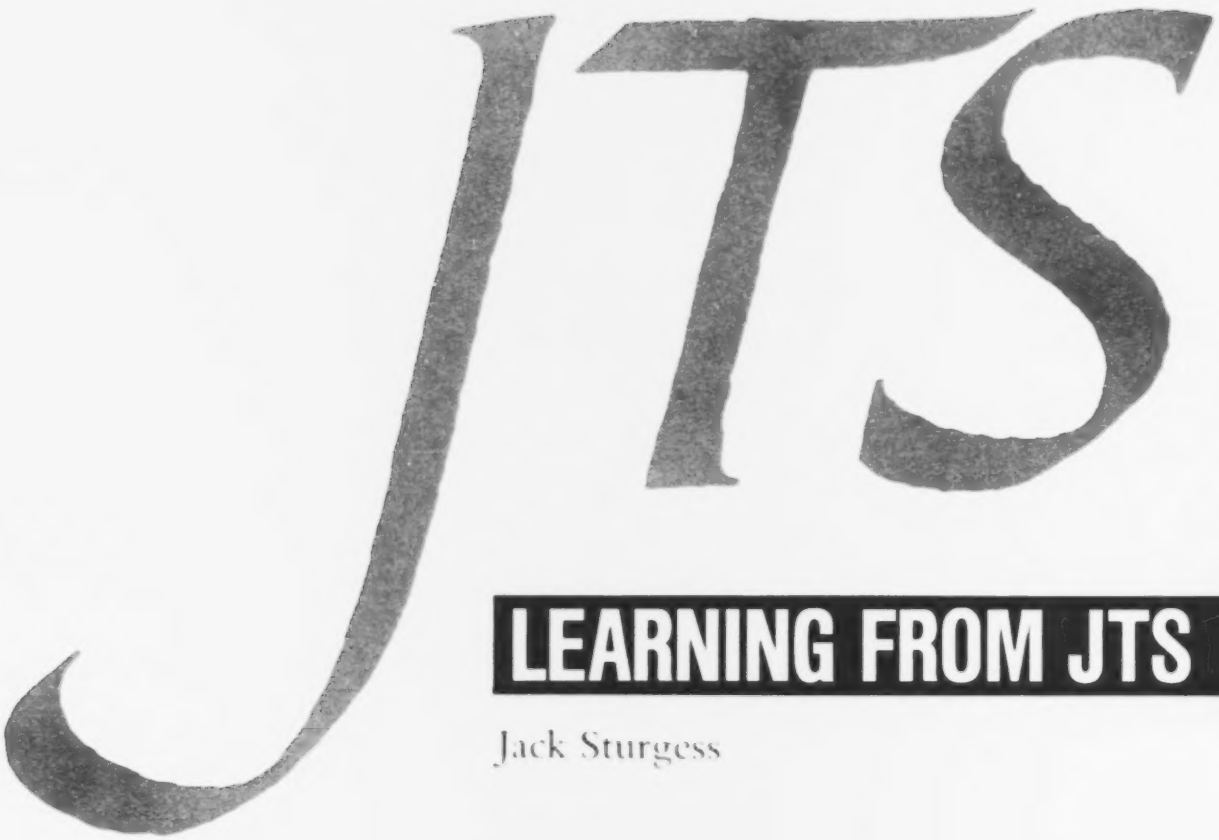

LEARNING FROM JTS

Jack Sturgess

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Note
Since this report was written the Manpower Services Commission has changed its name to the Training Agency.

FOREWORD

BACKGROUND

In March 1987 the FEU Board of Management decided that the Unit should undertake a project to examine the role of the further education service in the new Job Training Scheme (JTS). The project aimed to analyse the Scheme, review provision in a selection of local authority institutions, look for examples of good practice and offer guidance to local authorities and institutions on the potential of FE to develop quality provision within JTS. During the project, however, the Secretary of State for Employment announced an intention to restructure training for the adult unemployed and to introduce a new scheme in September 1988 which would supersede JTS and other current programmes for unemployed adults.

By the time this announcement was made the consultant carrying out the project for FEU, Jack Sturgess, formerly Principal Education Officer (FE) Hampshire, was obtaining some interesting comments and evidence from LEA and college staff about the JTS concept and the opportunities it offered to plan provision in ways many of them felt appropriate yet were unable to pursue within LEA resource limits and structures. Most of them were critical of the structure and resourcing of the new JTS programmes, but felt that much of the basic thinking behind them was worth pursuing. They genuinely felt that both the FE system and MSC should have learnt much from the experience of JTS and other adult schemes and that, if both learnt from that experience in designing and operating the new arrangements soon to come into force, the opportunity existed for co-operation leading to relevant, effective new provision.

In view of this, FEU decided to complete the initial stage of the project, putting the emphasis on a detailed examination of a small number of case studies, as a basis for offering guidance to the system which should help LEAs and institutions in planning their approach to the new scheme, and should indicate the potential of the FE system to support the scheme if it is invited to co-operate in both its planning and delivery.

Thus, what was initially intended as the exploratory stage of a larger project became the substantive project. The sample studied was therefore very small and the results can only be indicative rather than categorical. The steering committee felt, however, that they were still sufficiently interesting in the present context of the development of Employment Training to be given wide dissemination.

FEU is very grateful to Jack Sturgess for the considerable amount of work he undertook in a comparatively short time to produce this report, and to all those who collaborated with him, often very fully and at short notice.

CONTENT

The report includes an outline of the new Job Training Scheme and the report of a national survey of local authority participation. The MSC criteria for the Scheme are compared with the curriculum design checklist from *Adult Unemployment and the Curriculum* (FEU, 1985) and differing emphases are noted.

The findings for the four case study visits are summarised under the headings of principles and policies, design, implementation, and evaluation and development, and the conclusions highlight issues of concern for local authorities and institutions. The summary of conclusions at the front of the report and the guidance offered in Chapter 7 may be of particular assistance to providers.

TARGET AUDIENCE

LEA and college staff concerned with the planning and delivery of provision for the adult unemployed should find this report helpful in considering the design and implementation of the new Employment Training scheme. It should also, however, be of interest to managers at both central and local levels.

Dennis Drysdale
Deputy Chief Officer
Further Education Unit

SUMMARY OF CONCLUSIONS

1. JTS was seen in some colleges as a worthwhile development, linking directed training leading to a recognised qualification (or credit towards one) with practical work experience.

2. Some of the trainees coming forward lacked the necessary basic skills in numeracy and literacy to benefit from directed training.

3. Colleges and some MSC staff were concerned at the speed with which JTS was introduced before pilot schemes had been evaluated and at the discontinuation of other worthwhile MSC initiatives, particularly TOPS (Training Opportunities Programme, now Adult Training Strategy) and APT (Adult Preparatory Training).

4. There was concern at the narrow definition of 'unemployed' for the purpose of JTS.

5. LEAs, colleges and managing agents (private as well as public) thought the Scheme underfunded in its payments to both trainees and managing agents. All managing agents claimed to be subsidising it either directly or indirectly.

6. The underfunding had had damaging effects, e.g. inadequate learning materials, short-term contracts for staff, and the perceived need to place trainees with employers as soon as possible, in many cases too early, to enable managing agents to qualify for contributions from the employers to help meet their training costs.

7. Unlike with YTS, managing agents appeared to be increasingly turning to the colleges to provide the directed training, and unofficial consortia of managing agents and colleges were emerging.

8. There was criticism from both MSC officers and managing agents of colleges' adherence to fixed terms and the academic year. College managers were aware of the problem and were moving towards greater flexibility by devising 'roll-on/roll-off' modular programmes, in some cases adapting existing mainstream courses to allow for JTS infill students joining at different times throughout the year.

9. Colleges in the case studies felt the development of flexible recruitment would have an effect on the college curriculum as a whole, helping the colleges to achieve their aim of becoming recognised learning resources for the whole community, with clients more able to learn at their own pace and in their own time, using open learning modes as well as more conventional classes.

10. If colleges are to develop fully flexible responses to community needs, examining bodies will also have to become more flexible so that students are able to gain qualifications or credits towards them at times and through modes of study suitable to them.

11. Within the flexible college, greater integration of non-mainstream further education will be needed, involving not only MSC schemes for adults but PICKUP, REPLAN, ABE and similar programmes.

12. LEAs and institutions can lay the foundations for co-operation with the MSC in their new Employment Training (ET) arrangements by having regard to the following points:

- encouraging flexibility in colleges;
- improving co-operation with other agencies;
- integrating ET with other adult programmes;
- employing staff on permanent contracts dedicated to ET and related programmes;
- improving the initial assessment;
- constant evaluation and review.

1. INTRODUCTION

This project was launched in mid-1987 to identify the role of FE in the new Job Training Scheme (JTS). The project aimed to:

- analyse the JTS programmes;
- review JTS provision in a selection of local education authority (LEA) institutions;
- identify constraints, solutions and good practice;
- offer guidance to LEAs and institutions wishing to be involved in the provision of JTS.

This report outlines the aims and methodology of the project, reviews JTS provision in LEAs and the role of LEAs and their institutions, examines a small number of case studies in the light of both MSC guidelines and the FEU REPLAN curriculum design checklist*, and draws some conclusions.

BACKGROUND

JTS was introduced by the Vocational Education and Training Branch of the MSC in the autumn of 1986 in order to increase the flexibility and availability of training provision for the unemployed. In particular the Scheme was introduced to bring the long-term unemployed into contact with employers and to offer significant opportunities for people to undertake structured work-based learning. The Scheme intended to make available to the long-term unemployed integrated training and practical experience which would allow them to demonstrate to employers that they were employable.

The target clientele for the new JTS was those who had been out of work for six months or more. Priority was given to those under 25 and the Scheme was a voluntary option offered at the obligatory Restart** interview. The Scheme was based on individual programmes which lasted between approximately three and twelve months, six months being the suggested norm.

The initial development of JTS was restricted to ten pilot areas and 400 places. This pilot scheme was monitored by a sub-group of the MSC which recommended an extension. Subsequently a decision was taken to extend the programme to all MSC areas, with a maximum of 110,000 places by the autumn of 1987. The budget for the extended programme was £206 million.

FUNDING

JTS entrants received the equivalent of their existing benefit entitlement plus travel costs. Managing agents responsible for organising the JTS programme received a fee of £35.87 per trainee and a block grant of £13.72 per trainee week. Managing agents negotiated fees with sub-contractors and contributions from practical experience providers. These contributions were primarily used to buy directed training averaging the equivalent of two days per week throughout the typical six months' programme.

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* The checklist was published in *Adult Unemployment and the Curriculum* (FEU, 1985), and forms part of the analytical framework used in Chapter 4 of this report.

** The Restart programme is a Government initiative offering help to the long-term unemployed. It is administered by The Employment Service of the Department of Employment.

AIMS AND OBJECTIVES

Four key objectives were identified for the JTS programme:

- to meet the diverse needs of the long-term unemployed, in particular those aged 18 to 24, by offering a package of training not available in other training and employment initiatives;
- to increase the options available to the unemployed at Restart interviews so that the offerings adequately served the client group in terms of scale, relevance and quality;
- to offer individual training programmes, including appropriate worthwhile training and practical experience, leading to all aspects of a vocational qualification;
- to improve the employment prospects of the unemployed and enhance the nation's skills base.

IMPLEMENTATION

The implementation of JTS programmes usually involved two or more providers. Managing agents contracted with the MSC to deliver the programme; normally agents were responsible for setting up the initial assessment module and for organising, on a sub-contract basis, both the training element and the linked practical experience. In addition, managing agents monitored programmes and ensured that they meet the standards necessary for the award of appropriate qualifications.

Providers of practical experience were expected to offer good quality work-based training and experience which could be integrated with other parts of the programme. Practical experience could be provided by either employers or voluntary organisations.

Vocational education and training providers were contracted by managing agents to provide formal training by a variety of methods, which could include open learning. Integration of the formal training with the rest of the programme was important.

QUALITY ASSURANCE

MSC intended that JTS should eventually be delivered solely by managing agents who were approved training organisations. MSC staff would have a key role to play in monitoring quality. The National Council for Vocational Qualifications (NCVQ) acknowledged JTS as a possible route for obtaining competences leading to the award of a National Vocational Qualification (NVQ) or a credit towards one.

2. ROLE OF THE LEAs AND INSTITUTIONS

While the MSC always insisted on a free market in the provision of the directed training element of JTS, it was nevertheless envisaged that at least half the directed training would be provided by colleges of further education*. It was also made clear that both LEAs and institutions would be eligible to be managing agents**.

SURVEY

In order to establish how many LEAs were involved with the new JTS, a questionnaire was circulated to all FEU LEA link officers asking whether their LEAs were involved in JTS directly as managing agents or indirectly through their colleges or adult education institutes. In the case of the latter they were asked whether the institutions were managing agents, either in their own right or as part of consortia, or offering training for other managing agents.

SUMMARY OF SURVEY

Of 104 LEAs circulated, replies were received from 95. A summary of their replies showed the following:

LEAs directly involved	12
indirectly	56
not involved	22
position not yet known	5
Total	95

LEAs DIRECTLY INVOLVED

The 12 directly involved included nine who were managing agents in their own right, one which was jointly involved with an FE college and an adult education institute and one which was jointly involved with a development corporation. The remaining LEA acted as negotiator on behalf of its colleges with two managing agents.

LEAs INDIRECTLY INVOLVED

Fifty-six LEAs had colleges involved with JTS. In 11 authorities, 13 colleges were managing agents in their own right. In a further 10 LEAs a total of 21 colleges formed part of consortia. It is noteworthy that of the 34 colleges operating either individually or in concert as managing agents, 25 were in the MSC south-east region, as currently defined. Only a very few colleges in other parts of England and Wales were involved as managing agents.

LEAs NOT INVOLVED

Thirteen of those not involved were opposed to JTS on principle. A further three would have been involved but had either not been invited or had been rejected. Five LEAs did not participate because they regarded the Scheme as underfunded and one claimed to have a better scheme. Of the 22, only one was in south-east England and only three were shire counties.

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*Letter from the Chairman of the MSC to the Chairman of the AMA 8 April 1987.

**See minutes of March 1987 meeting of MSC.

3. SELECTION OF CASE STUDIES

From the replies received it was decided to undertake more detailed studies of a number of LEAs/institutions, giving a geographical, ethnic and organisational spread. It was hoped to include colleges/adult education institutes where the LEA was directly involved in JTS as well as those where the LEA did not involve itself. The sample was to include institutions which were managing agents in their own right and those which provided directed training as sub-contractors to private managing agents. The choice was to cover areas of both high and low unemployment, urban and rural.

In the event, because of the low intake of the Scheme and its boycott by a large number of the metropolitan LEAs, the final selection covered the following programmes in the South West, South East, Midlands and Wales.

LEA	*Colleges/Institutions*
Essex (LEA as part of consortium)	Chelmsford Consortium (Adult education/FE college, college of agriculture and LEA)
Hampshire (Supportive but non-directive LEA)	Southampton Technical College (Managing agent in loose association with skill centre and private provider)
Devon (Opposed in principle to becoming managing agent but supportive of colleges offering directed training)	Exeter College (Provider of directed training - not managing agent)
Warwickshire (Co-ordinating LEA in a multi-ethnic area)	East Warwickshire College, Rugby (Provider of directed training in unofficial consortium with managing agent)
West Glamorgan	Neath College Afan College (Part of consortium with skill centre)

THE CASE STUDIES

Within the time available, however, it only proved possible to undertake the first four case studies. This involved interviewing those participating in the selected programmes - LEA officers, MSC officers, college staff and students, other managing agents and providers of practical training. The interviews were intended to analyse and appraise the programmes in the light of MSC's criteria - *Guide to Design and Administration of New JTS* - and the guidelines in *Adult Unemployment and the Curriculum* (FEU, 1985), using the checklist from the latter to provide a framework for the interviews.

4. THE CRITERIA AND CONCEPTUAL FRAMEWORK

MSC GUIDANCE

MSC's *Guide to Design and Administration of New JTS* (Appendix 2) together with the *Digest on Content and Certification* (Appendix 3), subsequently incorporated in the *Managing Agents Handbook*, set out the aims and the length and composition of JTS.

AIMS

The aims of JTS were to:

- increase and update the skills of those wishing to seek work within their existing occupations;
- provide foundation skills for those wishing to embark on a new occupation (including self-employment).

LENGTH AND COMPOSITION

Programmes were intended to last between three and twelve months. They had to provide a planned mix of directed training and relevant practical experience.

MANDATORY DESIGN ELEMENTS

All individual entrants were to receive an assessment element leading to an agreed individual action plan to include occupational skills training and related practical experience; training in job-seeking skills; the opportunity to acquire a vocational qualification (or credits towards one); and a training record.

OPTIONAL ELEMENTS

In addition, all programmes had to be able to offer, on an optional basis, training elements in information technology, self-employment skills and work-related basic skills (e.g. numeracy, communications, literacy). On a typical six-month programme there had to be the opportunity of a minimum of 300 hours' directed training, including supervised learning on employers' premises.

These MSC criteria can be compared with the curriculum design checklist in *Adult Unemployment and the Curriculum*. This manual, commissioned by FEU from the National Institute for Careers Education and Counselling and funded under the REPLAN programme, aims to help those involved in providing education for unemployed adults. It identifies four major areas (broadly similar to those of the FEU Curriculum Development Model*) - Principles and Policies, Design, Implementation, and Evaluation and Development, which subdivide into fourteen main themes:

Principles and Policies

1. Values and Principles
2. Constraints
3. Collaboration

Design

4. Target Groups
5. Identifying Learner Needs
6. Location and Timing
7. Publicity

* See *Strategy and Processes* FEU, February 1986.

Implementation

8. Negotiation
9. Learning/Teaching Method
10. Learner Support

Evaluation and Development

11. Assessment and Accreditation
12. Monitoring
13. Staffing and Staff Development
14. Integration

The table which follows seeks to compare the MSC guidelines with the advice given in the FEU REPLAN curriculum design checklist for the aims and content of educational provision for unemployed people.

Main Themes	*MSC - JTS Digest on Content and Certification*	*FEU REPLAN Curriculum Design Checklist*
I Principles and Policies		
1 Values and Principles	**Finding work in existing occupation.** **New skills (inc. self employment**	**Agreement has been reached about the intended value of the provision to potential learners.** **Consideration has been given to the socio-political stance of the provision.** **The specific objectives of the provision have been clarified.** **Attention has been given to the importance of 'confidence raising'.**
2 Constraints	**'The funding regime proposed ought to be viable ..... There are questions of whether the funding model will be able to cope adequately with ... literacy and numeracy ... and higher level skill training'*.**	**Attention has been given to the possibility of 'reprioritising' existing budgets to support work with the unemployed.** **The possibility of seeking additional funds for such provision has been considered.** **The restraints on the curriculum imposed by the criteria for external funding have been examined.** **The extent to which the provision is able to take on board political issues raised by the work has been clarified.**

* Letter from the Chairman of MSC to the Chairman of AMA, 8 April 1987.

Main Themes	*MSC - JTS Digest on Content and Certification*	*FEU REPLAN Curriculum Design Checklist*
3 Collaboration	No single training provider is likely to be able to meet all these diverse needs from its own resources.	Attention has been paid to the need to establish collaborative links with other local providers in order to meet the diversity of learner needs. Collaboration between statutory and voluntary sectors has been explored. Appropriate links have been established with other providers to assist student progression.
II Design		
4 Target Groups	Continuously registered as unemployed for six months or more and in receipt of unemployment benefit, supplementary allowance or credits. Priority for under-25s. Managing agents must take positive steps to ensure equality of opportunity regardless of race, sex, religion or, as far as practicable, disability.	A satisfactory working definition of 'the unemployed' has been reached. Decisions have been made as to who, among the unemployed, provision will be geared towards.
5 Identifying Learner Needs	Help participants review their potential for further training in the light of local labour market opportunities leading to production of an agreed individual action plan.	Efforts have been made to elicit the views of unemployed people on their educational needs. Statistics on the local labour market have been collated and consulted.
6 Location and Timing	Managing agents are free to agree with trainees the length of their programme (within given parameters). Directed training can include supported open learning, enabling people to learn at a time, place and speed which suits them best.	Consideration has been given to the costs and benefits of mounting provision 'off-site'. Serious attention has been given to the desirability of providing a year-round programme. The relevance of a 'roll-on/ roll-off' approach has been investigated.
7 Publicity	Although Restart is expected to be the main source of recruitment, managing agents who have difficulty in filling courses are free to recruit eligible people direct or from convential Jobcentre source.	Attention has been given to 'active' forms of publicity. An appropriate 'label' has been chosen for the programme.
III Implementation		
8 Negotiation	See above (5 and 6).	Steps have been taken to involve participants actively in decisions about their learning.

Main Themes	*MSC - JTS Digest on Content and Certification*	*FEU REPLAN Curriculum Design Checklist*
		The relevance of negotiation throughout the programme has been recognised.
		Negotiation is seen as a two-way process.
9 Learning/ Teaching	Stress on trainers' responsibility for their own learning.	Steps have been taken to distinguish the learning situation from participants' memories of schooling.
		The need to encourage students to take responsibility for their own learning has been recognised in the choice of teaching/ learning methods.
		Tutors have considered the potential of group work for motivating learners.
		Tutors have developed ways of contributing actively to students' learning as part of an adult-to-adult relationship.
10 Learner Support	The participant must have clear recourse to help and guidance while undertaking the learning.	Attention has been given to the provision of guidance and support.
		The value of informal support has been recognised.
		Steps have been taken to ensure that organisational arrangements are sensitive to the economic and other constraints on learners.
		Particular attention has been given to the support needs of 'infill' students.
		Ways have been developed for helping students to decide where to move on to, and for offering continuing support if appropriate.
IV Evaluation and Development		
11 Assessment and Accreditation	Every participant should have the opportunity to gain established vocational qualifications or certified credits towards qualifications. Every participant should receive a training record.	Consideration has been given to the danger that any formal learner assessment incorporated in the programme may give students the impression that they are 'back at school'.
		The value of self-referenced feedback to learners has been recognised.
		Attention has been given to the potential costs and benefits of certification.

Main Themes	*MSC - JTS Digest on Content and Certification*	*FEU REPLAN Curriculum Design Checklist*
12 Monitoring	MSC staff will need to ensure aims of the scheme are met … Managing agents will need to ensure suitable methods exist to assess standards of achievement demonstrated	Procedures have been set up for recording and reviewing the development of provision, and for using this information in designing future provision. Provision has been made for gathering student reactions to the programme. Information will be obtained on student progression.
13 Staffing and Staff Development	Managing agents must be able to show they have adequate staff to deliver the scheme to the standard required.	Arrangements have been made to provide staff with adequate support. Some tutors have themselves had experience of unemployment or redundancy. A programme of staff development has been linked to the provision and includes all staff involved in the work.
14 Integration		Attention has been given to the integration of the programme with the other work of the institution. Arrangements have been made to ensure that the staff involved in the work feel they belong to the host institution.

From this comparison it can be seen that MSC addressed many of the points listed in the FEU REPLAN curriculum design checklist although certain considerations, for example the gathering of student perceptions in monitoring and the integration of the programme with other work of the institution, are not mentioned in the MSC guidelines. The themes of the FEU REPLAN checklist are used as the basis for analysis of the case studies in the following chapter.

5. ANALYSIS OF CASE STUDIES

(Based on interviews using FEU checklist - see Appendix 5)

PRINCIPLES AND POLICIES OF PROGRAMMES

VALUES AND PRINCIPLES

The four LEAs visited were all committed to the provision of education and training for the unemployed, but with varying degrees of political support for JTS and with differing approaches to their own involvement. One was directly involved as part of a consortium; one co-ordinated the activities of its colleges and acted on their behalf with MSC; two largely left the colleges to develop the work on their own initiative.

The staff involved in the colleges, whether as managing agents or providers of directed training, were enthusiastic about what they were doing, although they had some reservations about how or why they were doing it and regrets for some of the discontinued schemes. Both they and the trainees themselves were aware of the political background but their attitude was typified by one trainee's comment:

> 'We all know why the Government's doing this, but we might as well take advantage of it while it's available.'

The specific objectives of the provision were generally felt to have been clearly set out in the MSC *Managing Agents Handbook - Content and Quality*, incorporating the earlier *Digest on Content and Certification*.

As indicated above, these could be compared with FEU REPLAN *Adult Unemployment and the Curriculum*, but staff were conscious of differing degrees of emphasis. FEU REPLAN was concerned with the unemployed generally while JTS's concern was specifically with those seeking retraining or skill updating. Coping with unemployment, understanding its social basis and making use of increased leisure featured on the FEU REPLAN agenda but not at all in JTS.

Confidence raising, a 'key priority' in FEU REPLAN, was seen by tutorial staff to be the most important feature of the provision.

CONSTRAINTS

All four LEAs concerned were not prepared to subsidise JTS directly because of its sensitive political aspect. As one authority put it: 'A distinction should however be made between the authority's desire to assist unemployed people and its willingness to subsidise commercial agencies who are themselves being paid by MSC to deliver training programmes'. Undoubtedly, there were indirect subsidies, however, and there was a general feeling among managing agents and providers of directed training, not confined to the case studies, that if such schemes were going to be developed further, thought would need to be given to the funding aspects, including reducing the number of different funding arrangements. The tightness of the funding was seen to be adversely affecting the curriculum.

One example illustrates the problem. Because of the level of funding (and its lack of guaranteed continuity) colleges tend to employ staff under-employed elsewhere in the institution, whatever their professional background, on aspects of initial assessment courses, as opposed to staff recruited expressly for the purpose and possessing the relevant skills.

While this appeared to have surprisingly little effect on the quality of the service given by tutors concerned, it undoubtedly led to a greater number of tutors being involved than would be desirable. In one case seven different tutors were involved in a one-week assessment course. It also affected the length of the initial assessment course. There was a general feeling that for some trainees it should ideally have been longer, but that the funding was such that a work placement needed to be obtained as soon as possible.

Colleges were aware of other restraints on the curriculum, as indeed there are on any provision directly commissioned by an external body, in particular where political issues are concerned. In one case difficulties arose over equal opportunities provision being seen as political because of its emphasis on feminism and anti-sexism.

COLLABORATION

All four case studies produced good instances of collaboration - between institutions and non-college managing agents, between college managing agents and employers and trade associations, between colleges and the adult education service.

Two examples illustrate this co-operation. In one case three managing agents had trainees involved in horticulture. Jointly, they arranged for the local college of agriculture to provide a course of directed training. In the other a skill centre and a college rationalised their directed training provision so that some trainees from each received their training in whole or in part at the other.

One LEA officer thought that direct involvement by the LEA greatly assisted inter-institutional co-operation.

There was a general feeling that consortia encouraged co-operation and that fewer managing agents co-operating with a limited number of colleges provided a better service than a multiplicity of both. One managing agent firmly believed that one agency per area led to greater co-operation than when a number of agents were competing for the same trainees.

There were a number of interesting examples of colleges negotiating with employers to provide specific training in skills where no recognised qualifications existed, e.g. carpet fitting.

DESIGN

TARGET GROUPS

JTS clearly identified its target group as the registered unemployed. There was inevitably some criticism of the rigidity of the definition. One programme manager was strongly critical of it for being anti-women in comparison with a number of other MSC schemes, e.g. TOPS, particularly when MSC stresses the

importance of equality of opportunity. There was concern too about the exclusion from the Scheme of the long-term disabled and widows. Paradoxically, there was some criticism that the target group was too widely and unrealistically defined. Estimates of those enrolling having learning/personality problems and being unlikely to benefit varied from 25% to 50%. The low retention rate may itself be indicative of the width of the trawl. Representation of ethnic minority groups in the samples was roughly proportional to their numbers in the population, except in one case where they represented 40% of the trainees. This managing agent reported particular success in high level training with Asian clients.

IDENTIFYING LEARNER NEEDS

JTS made more progress towards individual learning than many other educational initiatives. Material provided by the *Managing Agents Handbook* and obtained from courses located at accredited centres was highly regarded in the colleges. The concept of a carefully structured initial assessment period was welcomed but there was a general feeling among trainees with whom the matter was discussed that more time should be available for individual interviews and that there should be more back-up material.

More individual interviews might lead to fewer forms to fill in. 'What, another form!' seemed to be the most frequent trainee comment. The *Tutors' Guide* is even-handed in its approach to group as against individual sessions, but comments 'Group dynamics may help in adjusting the more unrealistic objectives of individual trainees'.

LOCATION AND TIMING

An MSC Area Manager expressed the view that, however good colleges may be as providers of directed training, unless they moved away from the typical academic year and the inflexible course, managing agents would seek their training elsewhere. Those directly involved in managing JTS provision acknowledged the need for all-year-round provision and a 'roll-on/roll-off' approach. There was indeed some embarrassment that half term was taking place in the middle of the case studies. The open learning opportunities and drop-in centres were seen as possible ways of meeting this problem. In the case studies, considerable progress had already taken place, particularly with regard to drop-in centres, initially for basic learning skills but extending to other areas.

PUBLICITY

The provision of funds by the MSC to develop marketing led to a major shift in two of the colleges' marketing and publicity. In one case, all provision for non-award courses was the responsibility of the Director of External Services whose remit covered, for example, YTS, JTS, Return to Study and PICKUP-type courses. He was supported by a Customer Services Unit located in separate accommodation adjoining the main entrance to the college. In the other case the marketing officer was not only responsible for publicising JTS courses to would-be direct entrants but also for recruiting employers to provide practical experience places. One managing agent used MSC special

funding to provide an information/marketing service at the local benefit office.

IMPLEMENTATION

NEGOTIATION

FEU REPLAN work stressed negotiation as a key curricular process; negotiation and individualised learning were essential features of JTS. The Digest on Content and Certification (Appendix 3) lays considerable stress on this. One quotation exemplifies the approach:

> 'Making use of self-assessment techniques helps to engender from the start the idea that the subsequent training programme is 'owned' by the individual and not imposed.'

In all the case studies it was evident that this approach was fully endorsed.

LEARNING/TEACHING METHODS

All the tutors/managers in the case studies were conscious of the need to make new JTS different from school. Their approach was informal, perhaps at times too self deprecatory. The material suggested from the initial assessment by MSC in *Content and Quality* put considerable stress on the trainees taking responsibility for their own learning. The extent to which this approach could be followed in the directed training depends very much on the form that training takes. Infill onto conventional courses offers less scope than tailor-made courses. The development of open learning for substantial numbers of trainees on MSC schemes for adults will help to increase the number taking responsibility for their own learning.

In two of the case studies there was considerable use of open/flexible learning, both through the drop-in centres for basic skills and in individual learning packages related to vocational skills/qualifications. The colleges were conscious of the need to provide complementary drop-in, hands-on practical experience - an essential part of open learning *(Content and Quality)*. Some concern was expressed, however, that open learning is not necessarily the panacea it is sometimes purported to be. Some trainees said that having been unemployed and on their own for at least six months, the last thing they wanted was self-study. They valued the opportunity for group discussion.

The requirement to produce a mutually agreed individual action plan in those colleges that were managing agents was, in itself, an important aspect of curriculum development. A typical individual action plan is shown in Appendix 4.

JTS and its emphasis on individual learning stimulated debate about college-wide moves towards greater individual learning and a modular curriculum. In one college, painting and decorating courses and caring skills courses were reorganised on a modular basis so that six weeks would be the maximum time an infill JTS trainee would have to wait before beginning a course.

There was, however, some opposition from traditional craft teachers to what they saw as dilution implicit in training in

specific narrowly defined skills as opposed to a broad-based craft training.

Reference has already been made (see section on 'Identifying Learner Needs') to the use of group dynamics during the initial assessment period. *Content and Quality* contains a number of useful examples of working in pairs and group working with the tutor as catalyst. In the case study seen, the tutor's role was not passive in these sessions but supportive, helping those who 'couldn't do it' or 'didn't understand it' and positively building their confidence.

LEARNER SUPPORT

FEU REPLAN and *Content and Quality* both emphasise the importance of the ready availability of guidance and support, details of which are shown on the individual action plan. The programmes seen made adequate arrangements for this as the sample action plan in Appendix 4 shows. In one LEA, new funds were made available to improve access for adult learners. The case study college was using this to provide transport, crèche and other facilities.

EVALUATION AND DEVELOPMENT

ASSESSMENT AND ACCREDITATION

MSC stressed the importance of every JTS participant having the opportunity to gain established vocational qualifications, or credits towards such qualifications, as well as having a training record.

The college case studies welcomed the importance given to acquiring vocational qualifications, which they saw as a hallmark of a high quality training programme. All the colleges, however, referred to the difficulties of reconciling 'roll-on/roll-off' provision with the acquisition of vocational qualifications. One programme manager saw increased modularisation with credit accumulation as the only solution and, in this respect, saw JTS having an important developmental role, the results of which would ultimately permeate the whole college curriculum. In such a system, students are able to obtain awards by accumulating units of credit, each related to a single competence or group of closely related competences required for an occupation.

Examining bodies will need to amend or adjust many of their schemes if they are to be seen by staff, trainees and potential employees as providing a relevant service to trainees studying and being assessed by these new methods. A national pilot project in modular accreditation systems was launched by City and Guilds and the West Midlands Advisory Council for FE, with JTS and YTS in mind.

Considerable effort was given to devising certificated qualifications where none existed. In one case a college and a skill centre collaborated with the Construction Industry Training Board to enable JTS trainees to receive a CITB Training Logbook and undertake the Board's skills tests.

There was, of course, scope for informal assessment as well as formal accreditation. *Content and Quality* contained a number of

examples of possible self-evaluation tests. These were extensively used in the case studies during the initial assessment period.

MONITORING

JTS was extensively monitored. Not only did MSC monitor the managing agents but they in turn monitored the work placements. In some cases, LEA inspectors and advisors also monitored the programmes. In others, the monitoring and review procedures formalised as a consequence of WRNAFE development plans specifically embraced JTS.

Student reaction was also monitored. The MSC-recommended programme for the initial assessment course provided not only for feedback from the trainees or clients at the end of the course but also daily feedback sessions. In one case study at least, serious attention was given to these sessions: 'We change the course taking note of what you say'. The students on this programme were also told to make sure that their practical experience was what was outlined in their individual action plan: 'If you're not getting proper training, come and tell us. We're being paid for this job. So make sure you use us'.

JTS staff were also regularly involved in review sessions, whether through MSC co-ordinated liaison meetings in the case of managing agents or, in colleges providing directed training only, in meetings between them and the respective managing agents. In one case the managing agent took the initiative in calling monthly meetings, which involved not only college staff, MSC staff, benefit office and Jobcentre staff, but also two trainees. A number of colleges organised residential workshops reviewing particular aspects of new JTS.

Colleges and the MSC monitored student progression, but, at the time of writing, it was too early to form any firm conclusions. Student drop-out was also monitored but had not been followed up.

STAFFING AND STAFF DEVELOPMENT

Despite the innovative nature of the programme and the short-term contracts on which most staff were employed, all the staff seen in the case studies, managers, marketing officers, initial assessment tutors and others, seemed suited to the work. Most had also been or were currently involved with YTS, ABE or APT. Unfortunately the temporary nature of the contracts under which they are employed (or their secondment) did not really provide a sound basis on which to build JTS.

There was considerable praise for the training courses provided by the MSC accredited centres and through REPLAN. These were supplemented in some cases by LEA provision. The DES's LEA Training Grants Scheme had been particularly welcomed in the colleges where it enabled in-service training to be provided, directly related to the institution's needs. In one case study it enabled all the staff involved in JTS to participate in a weekend residential seminar specifically to review JTS provision. One programme manager did, however, express considerable concern that there was no parallel training available for the staff of the work placement employers. MSC since confirmed that there

were resources for such provision, and although the scheme was due to end in October 1987, it was extended to February 1988.

INTEGRATION

Integrating the JTS trainees with other students had its problems. Efforts were made to avoid the feeling of being back at school, but also to avoid creating a 'ghetto'. In three of the case studies, the basic skills drop-in centre was provided off campus, while the home base for JTS was provided in detached accommodation on the main college site. In all cases trainees were encouraged to use the library facilities, other learning resources and the college refectory.

As the majority of the staff were employed elsewhere in the college, no question arose of staff 'not belonging' to the institution.

Of greater significance, perhaps, was the effort being made in one college to use JTS as an exemplar for curriculum development throughout the college.

Some concern was expressed by LEA officers and college staff about the need for an integrated approach to the education of unemployed adults. There was felt to be a need for provision for unemployed adults to be made in colleges or adult education centres where they could receive the most appropriate training for them as individuals, irrespective of their current unemployment benefit status. The Training Links Scheme went some way to developing this type of provision.

In one of the case study LEAs, the responsibility for all post-initial FE was brought together into one unit embracing PICKUP, REPLAN, JTS and other MSC initiatives , together with the county's open learning unit.

6. CONCLUSIONS

At the time of writing, with national JTS having been in operation for less than a year and with only a 4% sample, conclusions can only be very tentative. With that caveat, however, certain inferences can be drawn from the evidence obtained during the project.

PRINCIPLES AND POLICIES

There appeared to be some enthusiasm for the JTS concept in participating authorities, particularly for its catalytic role in the curriculum, despite, in some cases, political reservations. The same was true within the colleges involved, despite formal opposition in some places from NALGO and NATFHE. There was, however, in one of the case studies, considerable bitterness about the dropping of APT and TOPS and the considerable scaling down of the college's involvement with the adult unemployed. Trainees who persisted with the Scheme were at this stage confidently optimistic, despite their unconcealed cynicism about its political genesis. MSC officers appeared to support JTS strongly, despite some reservation about the speed with which it had been widely introduced before the original pilot had been fully evaluated.

There was also some support from employers; college managing agents reported that they were often able to build banks of practical placements to fill as required. Unfortunately, the placements did not always match the needs of the trainees and in some cases as many as 30% were placed only with difficulty, if at all. Difficulties were particularly experienced with placing clients with personality/learning problems. One managing agent found the only way to place such people was not to require any contribution from the employer. The lack of contributions exacerbated the financial difficulties facing the JTS.

The issue of funding was the major cause of concern to both LEAs and colleges, whether managing agents or providers of directed training. Tight funding was seen to inhibit the employment of staff 'dedicated' to JTS, to limit the resources available for such facilities as trainee self-assessment and career guidance; to limit the open learning materials available; and to lead to less than satisfactory initial assessment periods, either by leaving the trainees too much to their own devices or by getting them into practical placements, which earned money for the managing agent, earlier than was desirable.

Despite the official view that JTS would not be subsidised, it was clear that, directly or indirectly, it was. This not only applied to college/LEA managing agents; one college programme manager reported that, at an MSC area liaison meeting for managing agents, all the agents said that they were having to subsidise JTS. This was confirmed in other MSC areas.

On the question of whether colleges should be managing agents or only providers of directed training, those which were managing agents saw benefits to both colleges and trainees in the arrangement, while those which were providers of directed training only thought that being in a consortium with other managing agents would improve the programmes they were able

to offer. There were indications that *de facto* consortia were emerging with non-college managing agents turning to colleges to undertake their directed training, a significant difference from the practice in YTS. However, one MSC Area Manager, while acknowledging the quality of training provided by the colleges, warned that unless colleges moved away from fixed terms and academic years, managing agents would be forced to make alternative arrangements.

DESIGN

The expressed need for flexibility in the timing of courses was matched by a need for flexibility in the training itself. Trainees might well not require the whole of a City and Guilds course to meet their retraining needs, and ways had to be found to make the curriculum more flexible, e.g. by modularisation and by increasing opportunities for self-study.

IMPLEMENTATION

Reservations about the initial assessment were expressed by college staff, managing agents, trainees and MSC officers. There appeared to be too much sitting around doing nothing, including in some cases waiting at home during the second and third weeks. This was an area of review both by MSC staff and college tutors, but there were obvious financial implications.

EVALUATION AND DEVELOPMENT

There was felt to be the need for major development in certification. Examining bodies needed to match colleges' curricular flexibility with flexible examination/assessment arrangements, including credit for directed training at the workplace.

There was concern about training for work placement providers, particularly where part of the directed training was taking place at the workplace.

There was reasonable support within colleges for the JTS concept as a catalyst to open up the college to the community by providing a learning centre where:

- any student wishing to make use of it was welcome;
- students could, with guidance, negotiate and select their own learning programme;
- students could study at their own pace;
- facilities were available all the year round.

7. GUIDANCE TO LEAs AND COLLEGES

Although this guidance is based on impressions gained from interviews with a small cross-section of those directly involved with JTS - MSC officers, college staff, managing agents, LEA officers and trainees themselves - a number of common themes can be identified.

The need for *flexibility* was the point most frequently made. To meet the needs of managing agents and trainees, directed training must be available all the year round in a variety of modes. Unlike YTS, there were no peaks and troughs in recruitment to JTS.

Co-operation between providers of directed training and between managing agents was also stressed, to enable viable groups of trainees to be formed and the widest opportunities to be offered. This co-operation should also involve those employers offering part of the directed training.

Co-ordination, both between JTS and other MSC and LEA initiatives and between programmes for the unemployed and the other college opportunities was seen as an important aim. Colleges should seek links between, for example, PICKUP and JTS and examine how far modularisation to meet JTS requirements can be extended to the remainder of the college curriculum.

Staffing. Colleges which are managing agents should review their JTS staffing arrangements to ensure that, as far as possible, 'dedicated' staff are employed on this work.

Initial Assessment. MSC, college staff and trainees agreed that the initial assessment period required further thought. Programme managers should take advantage of the most recent MSC innovations, e.g. more individual interviews at Jobcentres, extended pre-assessment modules and Training Link to improve what is on offer. Most importantly, the initial assessment module should ensure that the clients are actively involved throughout the period.

Constant Review. All those seen stressed the importance of keeping the Scheme under constant review with regular feedback from managing agents, trainers and the clients themselves. This review should have continuing regard for the criteria in MSC *Content and Quality*, FEU REPLAN *Adult Unemployment and the Curriculum* and *Quality in NAFE* (FEU, 1987).

NEW JOB TRAINING SCHEME

Name of LEA

	Yes	No
1. Is the Authority:		
a) Currently involved in JTS?		
b) Planning involvement?		
2. If 'Yes', is the involvement:		
a) Direct?		
b) Indirect (i.e. by its colleges)?		
3. If 'No', is the non-involvement:		
a) Due to 'principled opposition'?		
b) Due to other reasons? Please specify:		
4. If the involvement is direct, is it as:		
a) Managing agent?		
b) Member of consortium?		
c) Provider of practical experience?		
d) Provider of training/education?		

5. If involvement is indirect, please list below names of colleges/adult education institutes/LEA training centre involved.

6. Name and telephone number of officer in LEA with responsibilities for matters related to JTS.

APPENDIX 2: GUIDE TO DESIGN AND ADMINISTRATION OF NEW JTS

INTRODUCTION

1. This guide has been produced to give potential managing agents background information on the new Job Training Scheme (new JTS). This Scheme is a major initiative by the Manpower Services Commission (MSC) under the Adult Training Strategy (ATS) and sets out to help long-term unemployed people improve their skills and experience and so help them get back into work.

2. New JTS offers long-term unemployed adults a package, typically lasting six months, of training and vocational education including periods of practical experience gained via work placements.

3. The information in this guide is designed to help you to decide whether your organisation could act as a managing agent for new JTS. It:

   - sets out the MSC's aims and objectives for new JTS;
   - sets out the basic requirement for the design and administration of the scheme;
   - gives details of funding and basic administration arrangements.

AIMS AND CONTENT OF NEW JTS PROGRAMMES

4. This section of the guidance sets out the aims and the length and composition of new JTS programmes; it also describes the design elements which should be incorporated into individual programmes, and distinguishes between mandatory design elements and others.

5. Managing agents are responsible for organising the entire training programme for individuals entering the Scheme. Proposals put forward by agents must accord with the new JTS aims and should incorporate the mandatory design elements.

6. Programmes should aim to:

   - increase and update the skills of those wishing to seek work within their existing occupations;
   - provide foundation skills for those wishing to embark on a new occupation (including self-employment).

LENGTH AND COMPOSITION OF NEW JTS PROGRAMMES

7. Individuals entering new JTS should be offered programmes lasting between three and twelve months. Managing agents are free to agree with trainees the length of their programmes within these parameters. All individuals programmes will consist of a planned mix of directed training and relevant practical experience.

8. Directed training is planned and structured training which takes place outside the day-to-day pressures of a job. It should be taken to include supported open learning. Directed training is an essential part of new JTS - to provide in a controlled

environment essential elements which cannot be provided elsewhere.

9. Practical experience is a planned opportunity for the acquisition and practice of skills at the workplace. In new JTS it will enable participants to develop and practise the skills they learn, and to demonstrate their competence in real work settings.

MANDATORY DESIGN ELEMENTS

10. All individuals entering a new JTS programme should receive:

    - an assessment element leading to the production of an agreed individual action plan (including certain set items);
    - occupational skills training;
    - practical experience related to the occupational skills they are pursuing;
    - an element of training in job-seeking skills;
    - the opportunity to acquire vocational qualifications or certificated credits towards qualifications;
    - a training record detailing the training elements undertaken.

OTHER DESIGN ELEMENTS

11. All programmes should, in addition, be capable of offering for individuals who want them:

    - training elements on information technology;
    - training elements on self-employment skills;
    - training elements in work-related basic skills (numeracy, communications, literacy, etc.).

AMOUNT OF DIRECTED TRAINING

12. In providing typical programmes of six months, managing agents should offer the opportunity of at least 300 hours of directed training to each individual as a minimum. Programmes which are longer or shorter than six months should include a pro rata amount of directed training. Supervised learning on employers' premises should count towards the amount of directed training, as should open learning materials. Generally, these materials contain guidance as to typical learning times.

WHO CAN ACT AS A MANAGING AGENT?

13. The MSC will consider proposals from any organisation with the capacity and ability to run new JTS. Current managing agents involved in the initial pilot phase of the Scheme include:

    - further education establishments;
    - employers' organisations (e.g. Chambers of Commerce);
    - the Skills Training Agency;
    - private training organisations;
    - a combination of the above organisations acting as a consortium.

14. You must be able to show that your organisation has adequate resources in terms of staff, premises, equipment and materials to

manage the delivery of the Scheme to the standard required. Acting as a managing agent will entail the co-ordination and management of training for large numbers of people.

15. The background and abilities of people entering the Scheme will be diverse and therefore their individual training needs will vary. No single training provider is likely to be able to meet all these diverse needs from its own resources, and managing agents will need to adopt a 'brokerage' role in identifying where appropriate training can be found and put together worthwhile training programmes. Therefore you will need to have full information about local training providers and training opportunities in the occupations covered by your proposal. Large programmes, or programmes involving consortium arrangements between two or more training providers, may well prove to be the best way of ensuring that a wide range of training options are available.

TRAINEE ELIGIBILITY FOR NEW JTS

16. Participation in new JTS is entirely voluntary and is available to everyone who:

    - is aged 18 or over and not eligible for YTS;
    - has been continuously registered as unemployed for six months or more;
    - is in receipt of unemployment benefit (UB), supplementary allowance (SA) or credits.

17. Priority should be given to people under the age of 25.

18. Programmes must be open to all who are eligible and can benefit from the training provided, regardless of race, religion, marital status, sex or disability.

RECRUITMENT

19. The main route by which people will enter new JTS will be through the Restart programme. Under this programme, unemployed people are invited to a Jobcentre interview. Restart interviews are conducted at the six month point of unemployment and each six months thereafter. At the interview the Restart counsellor helps them decide, from a menu of options, whether or not a period of training under new JTS is the best way forward. If this is the case, they will be referred to a local managing agent.

20. Although it is expected that the main source of recruitment will be via Restart, managing agents who have difficulty in filling courses from this source are free to recruit eligible people direct or from conventional Jobcentre sources. However, at all times, referrals from Restart should be given priority.

PAYMENTS TO TRAINEES

21. All participants on the new JTS will receive an allowance equal to their benefit entitlement immediately prior to their entry to the scheme. This allowance will be paid by the Unemployment Benefit Service (UBS) in the same way and to the same timescale (usually fortnightly by giro) as before.

22. If, during the course of the Scheme, a trainee's rate of benefit

would normally have changed, then so will the rate of training allowance.

23. Trainees will also be allowed to retain the UB40 issued by the UBS so they can continue to take advantage of local benefits dependent on possession of that form.

24. Trainees may not receive any additional payments from providers of practical experience - otherwise their benefit position could be affected.

TRAVEL EXPENSES

25. In addition, trainees will receive the full cost of travel between their home and place of training or practical experience. Managing agents are expected to arrange for these payments to be made, in advance if necessary. The Vocational Education and Training Group Area Office will reimburse the total amount paid and arrangements can be made for you to receive an advance each month.

FUNDING

MANAGEMENT FEE

26. Managing agents will receive a management fee of £35.87 plus VAT for each person who starts training with them. A single advance payment of management fee, for up to the first 400 contracted starts, will be paid to managing agents, other than those based in local authorities or the Skills Training Agency (STA). These advance payments will be made automatically as soon as the contracting process has been completed with the Vocational Education and Training (VET) Group Area Office.

27. Further payments, and all payments to local authorities and the STA, will be made monthly, in arrears.

28. A training fee of £13.72 per week per trainee will be paid for the directed training and related practical experience organised by the managing agent and completed by the trainees. Payments will be made monthly in arrears.

PAYMENTS RECEIVED FROM PROVIDERS OF PRACTICAL EXPERIENCE

29. The MSC funding will provide a base line of support, but by itself is unlikely to be sufficient to run a programme of the necessary quality. This means that managing agents will need to supplement the resources. While some managing agents may have access to alternative funding, in some cases participating employers may provide certain items gratis (e.g. elements of directed training). In the large majority of cases it is expected that managing agents will need to negotiate financial contributions from employers who are providing practical experience. This has been found to be feasible in the pilot Scheme.

ADMINISTRATION

30. Once a proposal has been approved, you will be responsible for:
    - managing the flow of entrants to the scheme in liaison with Restart;
    - agreeing with each trainee an individual action plan of training elements to be undertaken and qualifications to be aimed for,

and keeping a record of this;

- recruiting employers to act as practical experience providers, and overseeing the operation of those placements;
- maintaining the standard and quality of training required by MSC;
- planning and managing the programme as a whole;
- carrying out the daily administrative arrangements of the programme;
- maintaining, for financial purposes, appropriate records of participants and training delivered, including the payment of trainee travel expenses;
- supplying the Vocational Education and Training Group Area Office with basic information, including statistics on trainees entering the scheme, and details of individual leavers' names and addresses so that they can be contacted for evaluation purposes;
- notifying the Unemployment Benefit Service of the Department of Employment of entrants to ensure prompt payment of their training allowance, and of leavers;
- ensuring trainees' safety in accordance with the Health and Safety Legislation;
- ensuring there is adequate and suitable insurance cover against all legal liability for claims made by trainees.

31. The paperwork required by the MSC for the administration of new JTS has been kept to a minimum, but managing agents will need to set up their own comprehensive records to ensure effective management of the scheme.

MONITORING

32. MSC staff from the Vocational Education and Training Group Area Office will need access to the operation of each managing agency supported under new JTS to ensure the aims of the Scheme are met and training supported operates in line with the proposals approved by the MSC, and to carry out certain test checks on, for example, financial and attendance records. At the same time, MSC staff will do their best to help you overcome practical problems and establish liaison with the Restart programme and UBS. It is MSC's intention, in due course, to move to a position where managing agents under new JTS attain the status of approved training organisation (JTS). MSC will publish the criteria for approved training organisation status in good time to allow managing agents to adapt their provision, if necessary. The criteria for approved training organisation status are expected to be similar, though not identical, to those of approved training organisations (YTS).

EQUAL OPPORTUNITIES

33. You will need to ensure that, in carrying out the Scheme, neither your nor any sub-contractors commit unlawful acts of discrimination. Beyond that, MSC will expect managing agents to take positive steps to ensure equality of opportunity in

recruitment to, and training within, their schemes regardless of race, sex, religion or – as far as practicable – disability.

TRADE UNIONS

34. Before making a practical experience placement, the managing agent should verify that the provider has secured the support and involvement of any trade unions which are recognised by the provider and which are appropriate to the area of work in which the trainee will be involved.

AGREEMENT

35. If, following negotiation between yourself and the Vocational Education and Training Group Area Office, agreement is reached on your proposal, a formal written agreement will need to be completed and signed both by you or your authorised representative and an authorised official of the MSC.

36. The agreement will contain all the terms and conditions of the MSC's support, and commits you as the managing agent to the delivery of the training provision agreed and the MSC to its support. Agreements will be renewable on an annual basis.

APPENDIX 3: DIGEST ON CONTENT AND CERTIFICATION

1. This digest provides guidance to managing agents under the heads of each of the new JTS design elements.

ASSESSMENT ELEMENT

2. Every participant joining the new Job Training Scheme (new JTS) will begin with an assessment element. This will offer individuals or groups of participants the chance to assess and analyse their needs in relation to the training and practical experience on offer.

3. The content of this element should aim to:

   - help participants take stock of their existing skills and knowledge;
   - help participants review their potential for further training in the light of local labour market opportunities, including self-employment opportunities;
   - refer non-training needs to appropriate sources;
   - determine the remainder of the programme.

4. In delivering the assessment element, attention will need to be paid to motivating participants to embark on, and make the most of, the rest of their programme. For example, managing agents could assist participants in clarifying their options within the directed training element by offering assessment activities in:

   - information technology;
   - self-employment;
   - occupational skills;
   - open learning;
   - basic skills (literacy and numeracy).

5. The initial assessment element should lead to the production for each individual of an agreed individual action plan.

INDIVIDUAL ACTION PLANS

6. Individual action plans are produced and agreed between managing agents and individuals as the basis for their participation in the programme. They should describe, for each individual:

   - the aims of an individual's new JTS programme, in terms of the skills he or she is seeking to acquire or improve;
   - what directed training and practical experience has been agreed;
   - where and when the training and practical experience will take place;
   - details of any additional activities arranged;
   - what vocational qualifications will be undertaken;
   - provision for reviewing/updating as necessary.

   Particularly for those with longer periods of stay, it may not be sensible to plan out all directed training/practical experience immediately after initial assessment. In such cases the individual

action plan should cover the initial period and contain provision for subsequent reviews.

OCCUPATIONAL SKILLS

7. The occupational skills training element is intended to extend participants' competences in one or more employment-specific skills and should normally be the predominant training element in the programme. The range of skills training available will need to take account of local opportunities for employment. Skills training elements will need to be appropriately designed to cater for the wide ranging needs of:

   - participants who are training in an entirely new occupation;
   - participants who require updating/upgrading in their existing skills;
   - participants with particular learning difficulties.

   Delivering training through a modular approach should allow participants to build up their skills according to their needs (as agreed in the individual action plan). Ideally, a wide range of skills training elements should be offered within each scheme, giving participants the opportunity to acquire skills in the more common occupations, including probably:

   - business and office;
   - retail and distribution;
   - leisure and tourism;
   - community and health care;
   - catering;
   - horticulture/environment;
   - electronics;
   - management and supervisory;
   - construction;
   - engineering.

PRACTICAL EXPERIENCE

8. The aim of practical experience will be to enable participants to practise the skills they learn and to demonstrate competence in real settings. Demonstration of competence, particularly with an employer, may well increase participants' chances of securing permanent work. For this reason, managing agents should seek to make use of existing employers to provide practical experience. To gain the maximum benefit for work placements, careful planning and preparation will be required and managing agents will need to:

   - ensure employers and others offering practical experience are clear about the aims of the placement and the tasks to be undertaken;
   - ensure there is supervision and instruction by competent individuals;
   - ensure suitable methods exist to assess the standards of achievement demonstrated.

JOB-SEEKING SKILLS

9. This training should aim to equip trainees with a better

knowledge of how to obtain and retain employment, including training in interview techniques, writing and updating CVs, job seeking strategies, etc. It will probably be best to provide this element towards the end of a participant's time on the programme, and opportunities could exist for linking participants to a Jobclub so that they can start intensive job searching after the end of their time on the programme.

INFORMATION TECHNOLOGY

10. Many participants will be interested in and need to acquire skills in the area of information technology (IT). This can be approached in a number of ways:

    - by mounting IT awareness and/or familiarisation training, as a special training element;
    - by exposing participants to the applications of computers and IT in the workplace during their practical experience;
    - by building IT skills into training in occupational skills (e.g. computerised stock control, word processing, CAD/CAM).

SELF-EMPLOYMENT SKILLS

11. A number of participants will be interested in setting up in business themselves. Training in this area is probably best enhanced by an introductory training element to help participants decide whether or not to pursue self-employment in new JTS. For those that do, additional training could be arranged in:

    - marketing;
    - financial planning;
    - sales;
    - business plans; etc.

    It may also be useful for those with aspirations towards self-employment to undertake practical experience alongside established self-employed people/small businesses.

SUPPORTED OPEN LEARNING

12. Delivery of training can often be well achieved using open learning methods. Open learning is centred on the needs and circumstances of learners. It enables people to learn at a time, place and speed which suits them best. It may involve:

    - individual study at home;
    - flexible access to equipment, training centres or other sources of help or advice;
    - the use of books, audio tapes, video or computer-based learning;

13. MSC wishes to encourage the use of open learning methods generally, and particularly in new JTS. For that reason, open learning will count towards the requirement for directed training, provided that:

    - the materials used are of high quality;
    - the materials are supported, i.e. the participant has clear recourse to help and guidance while undertaking the learning.

14. Sources of open learning materials are available through the *Open Tech Directory* and the computer-based Materials and Resources Information Service (MARIS net).

VOCATIONAL QUALIFICATIONS

15. Every participant entering a new JTS programme should have the opportunity to gain established vocational qualifications or certified credits towards qualifications. Managing agents should therefore make maximum use of wholly or partly certificated courses, tests, examinations or credits towards existing qualifications from national and regional examining bodies. Examples of the qualifications or part-qualifications which may be suitable are:

    - BTEC Continuing Education Units;
    - SCOTVEC National Certificate Modules;
    - RSA Single Subject Awards and Profiling Scheme;
    - Pitman Awards;
    - C&G Awards and Skill Tests.

16. Similarly, managing agents might also seek to include certificates issued by employer-based bodies. Further details of the range of qualifications that might be suitable for new JTS are being drawn up by MSC in consultation with the major examining and validating bodies and will be available towards the end of February.

TRAINING RECORD

17. On leaving the programme, each participant should receive a training record which describes the directed training undertaken and the nature of practical experience performed. The record might also state vocational qualifications gained during the programme, or for which results are still awaited.

FURTHER INFORMATION

18. Guidance notes will shortly be available on the following topics:

    - initial assessment;
    - individual action plans;
    - open learning (including selected packages);
    - information technology training;
    - self-employment training;
    - training in job-seeking skills;
    - training in basic skills (literacy/numeracy);
    - vocational qualifications.

APPENDIX 4: INDIVIDUAL ACTION PLAN

Name: *Tutor:*

Planned length of course: *Date:*

Programme objectives:

Practical experience
Company:

Outline of practical experience provided:

Monitoring officer:

Contact name and telephone number:

Date started:

Proposed finishing date:

Directed training
Content:

Location:

Vocational qualification:

Pattern of attendance:

Tutor/Supervisor:

Additional activities:
Details:

Location:

Tutor/Supervisor:

Individual Action Plan Review

on: .....

time: .....

place: .....

objectives: .....

Signatures:

Date:

APPENDIX 5: CURRICULUM PLANNING CHECKLIST

A - Chelmsford B - Exeter C - Southampton D - East Warwickshire

	Yes	*No*	*Not relevant*
(a) **Principles and Policies**			
Theme One: Values and Principles			
- Agreement has been reached about the intended value of the provision to potential learners.	(ABCD)	( )	( )
- Consideration has been given to the socio-political stance of the provision.	(ABCD)	( )	( )
- The specific objectives of the provision have been clarified.	(ABCD)	( )	( )
- Attention has been given to the importance of 'confidence-raising'.	(ABCD)	( )	( )
Theme Two: Constraints			
- Attention has been given to the possibility of 're-prioritising' existing budgets to support work with the unemployed.	(BC)	(D)	(A)
- The possibility of seeking additional funds for such provision has been considered.	(BCD)	( )	(A)
- The restraints on the curriculum imposed by the criteria for external funding have been examined.	(ABCD)	( )	( )
- The extent to which the provision is able to take on board political issues raised by the work has been clarified.	(ABCD)	( )	( )
Theme Three: Collaboration			
- Attention has been paid to the need to establish collaborative links with other providers in order to meet the diversity of learner needs.	(ABCD)	( )	( )
- Collaboration between statutory and voluntary sectors has been explored.	(AC)	(B)	(D)
- Appropriate links have been established with other providers to assist student progression.	(ABC)	( )	(D)
(b) **Design**			
Theme Four: Target Groups			
- A satisfactory working definition of 'the unemployed' has been reached.	(ABCD)	( )	( )
- Decisions have been made as to who, amongst the unemployed, provision will be geared towards.	(ABCD)	( )	( )
Theme Five: Identifying Learner Needs			
- Efforts have been made to elicit the views of unemployed people on their educational needs.	(ABCD)	( )	( )
- Statistics on the local labour market have been collated and consulted.	(ACD)	( )	(B) *
Theme Six: Location and Timing			
- Consideration has been given to the costs and benefits of mounting provision 'off-site'.	(ABCD)	( )	( )
- Serious attention has been given to the desirability of providing a year-round programme.	(ABCD)	( )	( )
- The relevance of a 'roll-on/roll-off' approach has been investigated.	(ABCD)	( )	( )

* Responsibility of private managing agent

	Yes	*No*	*Not relevant*
Theme Seven: Publicity			
- Attention has been given to 'active' forms of publicity.	(ACD)	( )	(B)*
- An appropriate 'label' has been chosen for the programme.	(ACD)	( )	(B)*
(c) **Implementation**			
Theme Eight: Negotiation			
- Steps have been taken to involve participants actively in decisions about their learning.	(ABCD)	( )	( )
- The relevance of negotiation throughout the programme has been recognised.	(ABCD)	( )	( )
- Negotiation is seen as a two-way process.	(ABCD)	( )	( )
Theme Nine: Learning/Teaching Methods			
- Steps have been taken to distinguish the learning situation from participants' memories of schooling.	(ABCD)	( )	( )
- The need to encourage students to take responsibility for their own learning has been recognised in the choice of teaching/learning methods.	(ABCD)	( )	( )
- Tutors have considered the potential of group work for motivating learners.	(ABCD)	( )	( )
- Tutors have developed ways of contributing actively to student's learning as part of an adult-to-adult relationship.	(ABCD)	( )	( )
Theme Ten: Learner Support			
- Attention has been given to the provision of guidance and support.	(ABCD)	( )	( )
- The value of informal support has been recognised.	(ABCD)	( )	( )
- Steps have been taken to ensure that organisational arrangements are sensitive to the economic and other constraints on learners.	(ABCD)	( )	( )
- Particular attention has been given to the support needs of 'in-fill' students.	(ABCD)	( )	( )
- Ways have been developed for helping students to decide where to move on to, and for offering continuing support if appropriate.	(ABCD)	( )	( )
(d) **Evaluation and Development**			
Theme Eleven: Assessment and Accreditation			
- Consideration has been given to the danger that any formal learner assessment incorporated in the programme may give students the impression that they are 'back at school'.	(ABCD)	( )	( )
- The value of self-referenced feedback to learners has been recognised.	(ABCD)	( )	( )
- Attention has been given to the potential costs and benefits of certification.	(ABCD)	( )	( )
Theme Twelve: Monitoring			
- Procedures have been set up for recording and reviewing the development of provision, and for using this information in designing future provision.	(ABCD)	( )	( )

* Responsibility of private managing agent.

	Yes	*No*	*Not relevant*
- Provision has been made for gathering student reactions to the programme.	(ABCD)	( )	( )
- Information will be obtained on student progression.	(ABCD)	( )	( )
Theme Thirteen: Staffing and Staff Development			
- Arrangements have been made to provide staff with adequate support.	(ABCD)	( )	( )
- Some tutors have themselves had experience of unemployment or redundancy.	(ABCD)	( )	( )
- A programme of staff development has been linked to the provision and includes all staff involved in the work.	(AC)	(B)*	(D)
Theme Fourteen: Integration			
- Attention has been given to the integration of the programme with the other work of the institution.	(ABCD)	( )	( )
- Arrangements have been made to ensure that the staff involved in the work feel they belong to the host institution.	(ABC)	( )	(D)

* Broader based - Open Tech/YTS/CP etc. plus JTS.

APPENDIX 6: COMPARATIVE STATISTICAL DATA

Scheme	*Referrals*	*Interviews*	*Start*	*Fall-out*	*No. needing basic skills*
Chelmsford Consortium*	400	270	145	47+	20
Exeter College	n/a	n/a	80 (Infill)	25 (estimate)	20
Southampton Technical College*	51/6	251	184	98•	5
East Warwickshire College Rugby	n/a	n/a	29	17	1

* Managing agent

+ 9 obtained jobs

• 7 obtained jobs

APPENDIX 7: CASE STUDY REPORTS

CASE STUDY 1: EAST WARWICKSHIRE COLLEGE OF FURTHER EDUCATION – CONTINUING EDUCATION DIVISION

GENERAL

East Warwickshire College (EWC) (Group V) responds to the further education and training needs of the town of Rugby and numerous small villages in the eastern area of the county. Traditional strengths are engineering, serving GEC, business studies for the local commercial community and non-vocational, recreational courses. Unlike other areas of the Midlands, engineering has not declined appreciably. Over the past ten years the college has broadened its range of activities, especially preparing for service occupations. Courses are offered in secretarial and business studies, caring, catering, nursery nursing, construction, art and design, computing, mechanical and electrical engineering. The student population is not dominated by the 16-19 age group: 50% of daytime students are adults and a particular strength has been delivering MSC sponsored courses in micro-electronics, robotics, materials handling management and database management.

JTS clients are referred from the Rugby Jobcentre through the Restart interview to Results Training (the managing agents). As soon as they are placed on the JTS programme they are referred to EWC for their directed training requirements. The college is not a managing agent.

ORGANISATION

JTS provision is the responsibility of the Rugby Education Workshop (REW), part of the Continuing Education Division, which caters for unemployed adults. REW is situated in separate premises adjacent to the college with office, reception area, maths and English workshops and facilities for refreshments. Two full-time teaching staff involved in JTS are experienced in the guidance and counselling skills involved in work with unemployed adults and are able to negotiate training programmes with the clients in a friendly and informal environment. A full-time clerical assistant provides non-teaching support.

TRAINING PROGRAMMES

Because of small numbers and individual requirements, JTS clients infill existing courses for their directed training. They attend the college for one day per week.

REW has been operating a 'roll-on/roll-off' drop-in programme of courses for unemployed adults for five years in addition to open learning workshops for maths, English and job-search skills. The experience gained from this has been useful in placing JTS students on appropriate courses. Staff at EWC are used to REW students joining courses at non-traditional times of the college year and have accepted JTS students on the same basis. Problems do arise, however, on certificate courses as students joining late may find it impossible to complete the required course work. Many courses are now being modularised to give JTS clients more opportunity for short intensive periods of training.

JTS students have enrolled on a variety of courses including catering, computing, motor vehicle studies, business studies, carpentry and joinery, building and construction, and literacy and numeracy.

Most clients can be placed on training programmes at the college, though difficulties have arisen with relating some work placements to college courses, e.g. bar cellar work. Of the 34 clients so far referred to college, 22 have been placed on appropriate training.

MONITORING, EVALUATION AND PROGRESSION

REW staff are in regular contact with tutors of JTS clients and are available for guidance and counselling if required. Most of the clients who have dropped out have left the Scheme rather than the college and are often keen to continue with their training.

The managing agents have a JTS review meeting every month at which representatives of the trainees, the employers, MSC, the Jobcentre and the college attend to discuss any problems which have arisen.

Details of progression are held by the managing agent.

CONSTRAINTS

JTS clients have frequently remained on the Scheme for only a few weeks. This has made it difficult to persuade college staff to accept new trainees at 'irregular' times.

CASE STUDY 2: ESSEX COUNTY COUNCIL FURTHER EDUCATION TRAINING CONSORTIUM, CHELMSFORD

GENERAL

It was felt that the wide range of abilities likely to seek training under JTS required a corporate approach from the various educational facilities. The large, 1500 place, ECC Youth Training Scheme initiated the first consortium meeting and the managing agents eventually consisted of:

Essex Institute approximately 1,300 students (full + part-time)	A higher education institution able to offer courses to post graduate level plus construction industry plus catering training.
Chelmsford College of FE Approximately 4,500 students (full + part-time)	Able to offer a wide range of courses of FE.
Adult education	A wide variety of vocational courses offered plus a range of basic education skills.
Writtle College Approximately 790 students (full + part-time)	A leading horticultural and agricultural college offering a whole range of courses.

Youth Training Essex County Council (Chelmsford) Approximately 200 trainees	Able to offer sheltered workshop training and basic vocational courses in several subjects.

The geographical area covered by the managing agent is diverse and occupies a strip across Essex from the coastal area of Maldon and Burnham-on-Crouch in the east across to Ongar in the west. The area covered by the managing agent (approximately 800 square miles) and ease of access to training was a constant consideration. The area also covers coastal marine and related industries, large agricultural areas, heavy and light industry, and ranges from densely populated towns to sparsely populated countryside.

ORGANISATION

A nucleus of seven JTS staff run the MA. These staff are purely JTS staff employed by the Education Department and are not part of any FE or HE establishment. Several staff with experience of running the large YTS programme were seconded to manage the consortium; others were recruited as the Scheme grew. A steering group of the consortium members meets quarterly to discuss scheme progress.

STAFFING

Most of the training at the start of JTS is done by the appointed JTS staff. The college has identified a JTS liaison tutor who devotes nine hours every two weeks to the assessment procedure. The tutor also receives all requests for infill on to college courses for JTS students and liaises with various departents of the college on behalf of the central JTS staff. A liaison officer has also been identified in each of the other educational establishments to facilitate finding the right course for each trainee. The JTS staff rely heavily on the nominated liaison officers to recommend the right level of course from the hundreds on offer.

Most staff development has been aimed at the JTS staff rather than FE or HE staff, and accredited centres have been used.

RECRUITMENT

The long-term unemployed are referred to JTS by the Restart teams at two different Jobcentres. The managing agent interviews individuals at the Jobcentre one day per week, averaging 16 interviews each time. This results in an induction assessment every two weeks. Frequent, clear, and honest communication between the managing agent and the Jobcentre/ Restart teams is vital if the flow of trainees is to be maintained.

COURSE DESIGN AND IMPLEMENTATION

The present one-week assessment course has evolved after much hard work and liaison between the JTS training officer (ex YTS training officer) and the nominated college tutor. JTS is responsible for three days of the assessment week and the college for two days. Much of the vital vocational guidance is done at the college where the tutor built on Restart experience. Little help was available in the early days on adult vocational guidance and both JTS and college staff learned largely by experience.

Assessment week provides at least 30 hours of training of which approximately five hours is set aside for individual counselling (17% of the course). The JTS Training Officer is responsible for the design of the week and can request changes on input from the college to reflect the needs of the client group. The JTS/ college input to assessment week are held at different venues and both sets of staff have spent time at each other's locations in order to become familiar with the various inputs.

Once assessment has been completed the JTS staff are responsible for liaising with the various colleges to find a suitable course. They are also responsible for finding suitable employers, monitoring, assessment and any other face-to-face work done with trainees, e.g. interview techniques, communication skills, CVs, etc. The managing agent found that consortium members were keen to help the Scheme run smoothly and were continuing to infil (e.g. on to BTEC Electronics courses) as late as February half term. This has meant that the managing agent is likely to be able to find a course for any trainee in a tremendous variety of occupations. Where members have permitted, certain discrete courses (computers, clerical and motor vehicles) have been arranged for JTS trainees, again the colleges demonstrating maximum flexibility.

PROGRESSION

About 30% of the JTS trainees have progressed to full-time work or full-time education. A further 12% have progressed to self-employment either independently or through the EAS. Many trainees have attended some sort of basic education at Adult Education Centres while on the scheme, and most of these continue with this training once they have left the scheme.

COMMENTS

The managing agent's area is one of low unemployment - between 5% and 6%. Thus the JTS client group tends to be those in need of basic skills and personal effectiveness training. Many of them are afraid of 'schools' and 'colleges'. Some consortium members had previous experience of dealing with this client group and, with the possibility of using different training venues (including county residential training centres), this suspicion has been largely dealt with in a sympathetic way. The outcome has been a positive and enjoyable experience for trainees who may begin as abrasive, suspicious or afraid. The evaluation reports given by all trainees at the end of assessment week help the training officer to monitor the quality of this important week. It is refreshing to note the positive comments regarding the two college days and, in particular, the popularity of the assessment tests.

CONSTRAINTS

Once the February half term period is over it is not possible to infill on to most college courses. The exceptions are Adult Basic Education and modular Youth Training Scheme courses run independently by the YTECC (Youth Training Essex County Council) centres.

This will cause many new entrants to the scheme to have to wait until September for a vocational course. Recruitment on to the

scheme is continuous, year round, as JTS staff do not work an academic year but have the usual ECC employee conditions of service. Thus work experience placements can still be found but there may be a gap before the directed training can be organised. In summer months the JTS staff take on the two days' assessment training usually run by the college.

CASE STUDY 3: EXETER COLLEGE

GENERAL

Exeter College is a 'tertiary college' with over 7,500 full-time and part-time students providing all the education and training needs of the post-16 population of central and east Devon. There is, however, a separate Community Education Service responsible for much of the adult education provision, including ABE.

Unemployment in Exeter and east Devon is low in comparison with other parts of the county.

ORGANISATION

The college is a provider of JTS directed training, together with East Devon College and Bicton College of Agriculture, in association with the Exeter Chamber of Commerce. The informal consortium has a joint system of initial assessment for all people moving onto JTS in the Exeter and East Devon area.

The work of the college is organised in two directorates - one internal, the other external. The latter is responsible for specialist short courses for industry, Open Tech, YTS and JTS, with a Customer Services Unit handling marketing, publicity and industrial liaison, including work placement.

STAFFING

The staff involved have all had experience of working with the unemployed and recognised the value of individual counselling and guidance for anyone joining the Scheme.

Most of the tutors who have so far been involved have undertaken staff development during the growth of the Youth Training Scheme.

Many of the aspects such as negotiation, individualised learning packages, and study skills which they have developed for the YTS programme are transferable to JTS. Through team meetings we continually engage in regular staff development, handling such topics as self evaluation and monitoring, etc.

Additionally, external agencies such as the Accredited Centres and the FESC are used in the continuing development of staff.

COURSE DESIGN AND IMPLEMENTATION

In principle the initial assessment gave the opportunity for:

1. personal reflection and re-assessment;
2. careers guidance and assessment using the latest JIG CAL type system;
3. individual sampling of a variety of work areas;
4. an introduction to information technology;
5. a basic first aid course.

The point of items 4 and 5 was to allow for immediate success and recognition through certification of that success. The hidden curriculum aspect was improvement in self esteem and increased motivation.

The development of interactive learning styles built on the commitment of the college to shift its resources to negotiated learning styles, made possible through the establishment of resource based learning. Possibilities exist for this through:

- resource base, including library and IT;
- mathematics workshops;
- 'return to learn', study skills workshops;
- enterprise skills;
- language workshops;
- business practices;
- infill opportunities within the Building Craft Schools
- working on modular packages.

Continuing developments will mean workshop provision for communications.

The college is currently engaged on an examination of its full-time provision in relation to aspects which may be modularised and presented through a mixed move, for example BTEC Modules:

1. By attendance on day-release classes
2. By past attendance - part open learning
3. By open learning

The value in this approach is that the process itself can help to establish study skills and lead the learner towards autonomy in continuing education.

The provision seeks to make use of all existing accreditation and is mindful of the movement generated through YTS of the need to accredit part of learning. By using this system the possibilities for progression are enhanced. It also keeps us within the developing NCVQ framework.

Early indications are that about 40% require development of the basic skills. A workshop approach, which provides for initial assessment, allows for this development to continue at the speed of the participant - more importantly they can follow the course with dignity and don't have to see themselves in segregated classes.

The workshop approach and the close alignment with open learning means that entry qualifications don't present the hurdle they once did.

The development will continue to flourish through a consortia to be established with a group of managing agents operating across the south east and north of Devon. By working together in this way it is hoped to establish:

- a more effective 'roll-on/roll-off' system;
- a wider, more cost-effective provision;
- an agreed monitoring and evaluation system.

BENEFITS

The college is interested in JTS as a catalyst to make it more flexible, in line with the development of open learning as part of the Devon Open Tech initiative, associated with drop-in learning centres.

CONSTRAINTS

The absence of a formal consortium arrangement was felt to be a major inhibiting factor in developing a viable scheme for JTS. Discussions are proceeding, with other managing agents from other parts of the county, towards this end, involving other colleges as well.

The 'urban bias' of MSC was also seen to be a constraint in that the problems of having a rural catchment area 80 miles square did not seem to be appreciated.

CASE STUDY 4: SOTEC JTS – SOUTHAMPTON TECHNICAL COLLEGE

GENERAL

SOTEC Training Centre is a managing agency based in Southampton Technical College. The college offers a great diversity of courses and has a catchment area which extends beyond the city boundaries westwards into the New Forest, and eastwards towards Fareham.

The managing agency is run by the Vocational Preparation Department which also offers CPVE, YTS off-the-job training, a Job Club, Access to Information Technology (AIT), Wider Opportunities for Women (WOW) and staff training for the YTS accredited centre.

Prior to the introduction of New JTS, SOTEC had operated as a YTS managing agency with schemes covering Hairdressing, Caring, Catering, Bakery and Work Introduction.

SOTEC Training Centre was approved as a JTS managing agency in mid-April 1987, with an undertaking to receive the first intake of trainees on 1 June. This put considerable pressure on existing staff to prepare for the introduction of the scheme. The time taken to advertise, interview and allow for notice periods meant that no new staff could be recruited until after the scheme had started.

ORGANISATION

The managing agency covering both JTS and YTS is run by the HoD Vocational Preparation. There is a JTS programme co-ordinator who is seconded part-time from other duties, supported by a full- time marketing officer and a liaison team (non-teaching) of eight - five covering YTS and three JTS. There are also an administrative officer, a secretarial assistant and two clerical assistants covering both JTS and YTS.

RECRUITMENT

The original scheme design framework allowed for group presentations so that groups of potential participants, referred to JTS from the Restart interview, could be informed of the scheme's operation and how it could benefit them individually.

The decision as to whether to join JTS was then made at the presentation.

In October 1987 additional funding was announced to enable schemes to interview JTS applicants individually.

At the same time as the introduction of individual interviews, two pre-JTS options were also made available:

Pre-Assessment Module (PAM)

This one-day course is designed to enable uncertain or unsure applicants to be better informed of options other than JTS available to them. They are therefore better able to make a conscious choice of what action to take.

Training Link

This course lasts, on average, five weeks and is designed to enable trainees to:

- gain help with basic skills;
- sample and find out about different jobs;
- better prepare themselves for JTS;
- learn about computers and information technology;
- improve their interviewing skills;
- be provided with opportunities for their personal development.

Liaison staff who conduct initial interviews are also involved in the placement of trainees, and this contact at different stages of the scheme is found to be valuable.

The existence of the various pre-JTS options has meant development work in ensuring that trainees' experience on each is accurately recorded and that there is no duplication of information or activity as they move from pre-entry packages to the JTS assessment week.

WORK EXPERIENCE

The provision of appropriate work experience and involving employers in JTS have required a major effort. Employers who have come forward have been able to provide training and work experience to meet the needs of trainees and have been very supportive towards the scheme. The MSC made available additional funding for marketing the scheme to employers and a full-time temporary Marketing Officer was appointed from 27 September 1987.

This enabled a bank of potential work placements to be built up and thus relieve pressure on the Liaison Officers. The varying abilities, experiences and needs of JTS trainees required a broad range of work opportunities, but particular requirements were for clerical, retail, electronics and building trades.

To date, an average of 15 new placements a week has been obtained. A small minority of placements have both YTS and JTS trainees. Where this is the case, scheme staff are at pains to ensure that adequate supervision levels exist for both.

DIRECTED TRAINING

The majority of JTS trainees are currently working towards a

vocational qualification. Training is predominantly through day release or infill to part-time day-release courses. Day-release training is supported by directed training at the workplace. Some trainees have attended short intensive courses at various training centres, e.g. carpet fitting, painting and decorating, chainsaw operation.

The occupational areas chosen by trainees have been so diverse that it has been possible to form only one self-contained course for JTS. This has been designed as modular with a 'roll-on/roll-off' form of entry. Open learning has not played a major part in directed training. This has been for a number of reasons, e.g. unsuitability of materials, unwillingness of trainees to view this as an appropriate method.

MONITORING TRAINEES ON THE SCHEME

While trainees are on the Scheme they are regularly visited at their workplace by liaison officers. These visits occur at approximately eight-weekly intervals, with the purpose of reviewing the trainee's progress.

STAFF TRAINING

SOTEC staff have participated in the following staff training activities:

- scheme design and administration (AC);
- securing and co-ordinating placements (AC);
- working with the long-term unemployed (AC);
- health and safety in JTS (AC);
- regional JTS workshop and follow-up meeting (MSC);
- counselling skills course (AC);
- residential workshop on scheme development (SOTEC).

CONSTRAINTS

As the academic year progresses, it has become more difficult to place trainees on day-release courses. The presence of three managing agencies within the area creates its own particular problems.

APPENDIX 8: CASE STUDIES: DIRECTED TRAINING QUALIFICATIONS SOUGHT

BTEC Diploma in Computer Studies
C&G Hairdressing Advanced
Association of Accounting Technicians (Intermediate)
BTEC Certificate in Building Studies
C&G Painting and Decorating
- Carpentry and Joinery
- Caring Skills
- Electrical Installation
- Signwriting
- Floristry
- Flower Arrangement
- Motor Vehicle Craft
- Electronic Servicing
- Horticulture
- Small Animal Care
- Cookery for the Catering Industry
- Bakery and Confectionary
- Food and Beverage Service
- Manicure and Cosmetic Make-up
- Cake Decorating

BTEC Certificate in Business Studies
RSA Office Administration
- Typing
- Word Processing
- Pitman's Diploma in Business
- Retail Distribution
- Association of Certified and Corporate Accountants (Intermediate)

FURTHER EDUCATION UNIT

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Objectives

The objects for which The Further Education Unit (FEU) is established are to promote, encourage and develop the efficient provision of further education in the United Kingdom and for that purpose:
a) to review and evaluate the range of existing further education curricula and programmes and to identify overlap, duplication, deficiencies and inconsistencies therein;
b) to determine priorities for action to improve the provision of further education and to make recommendations as to how such improvement can be effected;
c) to carry out studies in further education and to support investigations of and experimentation in, and the development of, further education curricula and to contribute to and assist in the evaluation of initiatives in further education;
d) to disseminate and publish information, and to assist in the dissemination and publication of information, about recommendations for and experiments and developments in further education.